DOCUMENT RESUME

ED 237 812 CE 800 066

AUTHOR	Kendall, Elizabeth L.; Chenoweth, Roberta
TITLE	Do You Read Me? Environmental Supplement: Reading Development Activities Guide.
INSTITUTION	West Virginia State Vocational Curriculum Lab., Cedar Lakes.
SPONS AGENCY	West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE	80
NOTE	86p.; For related documents, see ED 210 454 and CE 800 067-069.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Agribusiness; Agricultural Occupations; Content Area Reading; *Environmental Education; Learning Activities; Natural Resources; *Prevocational Education; Puzzles; Reading Comprehension; *Reading Games; *Reading Improvement; *Reading Skills; Recreation; Secondary Education; Vocabulary Skills; *Vocational Education; Word Recognition
IDENTIFIERS	*Environmental Occupations; PF Project

ABSTRACT

This activity guide is one of four supplements to be used with "Do You Read Me? Prevocational-Vocational Reading Development Activities" (ED 210 454). Each supplement deals with a different occupational category. Games, puzzles, and other activities are offered to aid in developing the word recognition, vocabulary, and comprehension skills of students in prevocational and vocational education. The subject of this supplement is environmental occupations. Activities are presented for the following occupational areas: (1) agribusiness and natural resources (agricultural mechanics, animal science, forestry, plant science, and soil science); and (2) recreation. Answer keys for the activities are appended. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Thomas

TO THE EDUCATIONAL RESOURCES INFOPMATION CENTER (ERIC)."

WEST VIRGINIA BOARD OF EDUCATION

EXECUTIVE OFFICES

Charleston, West Virginia 25305

Mr. William M. Smith, President
Follansbee, 1982

Dr. Charles H. Wagoner, Vice President
Weston, 1984

Mr. Paul J. Morris, Secretary
Dunbar, 1980

Mr. James P. Clark, Member
St. Albans, 1986

Mr. Duke A. McDaniel, Member
Petersburg, 1987

Mrs. Mary Martha Merritt, Member
Beckley, 1983

Mr. Bob E. Myers, Member
Huntington, 1985

Dr. Carl J. Roncaglione, Member
Charleston, 1981

Mr. Richard N. Schnacke, Member
New Martinsville, 1988

EX OFFICIO MEMBER
Dr. Roy Truby
Superintendent
West Virginia Department of Education

EX OFFICIO MEMBER
Dr. Robert Ramsey
Chancellor
West Virginia Board of Regents

VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE WITHOUT REGARD TO RACE, COLOR, NATIONAL ORIGIN, SEX OR HANDICAP.

DO YOU READ ME?

ENVIRONMENTAL SUPPLEMENT

Reading Development Activities Guide

Developed
by

Elizabeth L. Kendall
Roberta Chenoweth
Marshall University
Huntington, West Virginia

This material was developed through the cooperation and funds of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education.

1980

FORWARD

Through a grant provided by the West Virginia Bureau of Vocational, Technical, and Adult Education, the Prevocational Exploration staff at Marshall University has compiled four supplements to the reading development activities guide, Do You Read Me?

Supplements have been prepared for use in Business and Office, Environmental, Industrial, and Service Areas. These materials were developed, field tested, and revised by prevocational and vocational teachers throughout the state, with the purpose of improving reading skills.

INTRODUCTION

The activities contained in this booklet comprise the Environmental Supplement to Do You Read Me ?, and should be used in conjunction with that reading development teacher's guide.

Subject areas covered in this supplement are as follows:

Agribusiness and Natural Resources
- Agricultural Mechanics
- Animal Science
- Forestry
- Plant Science
- Soil Science

Recreation

These activities are designed to assist prevocational and/or vocational teachers from the introduction to review of various aspects in a basic environmental curriculum with the purpose of improving word recognition, vocabulary, and comprehension skills. The difficulty level of the activities varies; therefore, it is necessary for each teacher to evaluate and adapt the activites for use in their particular teaching environment.

ACKNOWLEDGMENTS

The completion of the Environmental Supplement to the reading development activities guide, Do You Read Me ?, depended upon the assistance, advice, and cooperation of many individuals and a grant by the Bureau of Vocational, Technical and Adult Education.

The specific contributions of the following individuals are acknowledged:

Ronald King
Barboursville High School
Cabell County

Joseph Delaney
Long Drain Elementary School
Wetzel County

Glen Ward
United Career Center
Harrison County

Dr. John Lunstrum
Language Education Program
Florida State University
Tallahassee, Florida

Dr. Fred Harrington, Coordinator
Curriculum Development
Bureau of Vocational, Technical,
and Adult Education
Charleston, West Virginia

Robert Martin, Coordinator
Career Education
Bureau of Vocational, Technical,
and Adult Education
Charleston, West Virginia

Elizabeth L. Kendall, Assistant
Project Director
Marshall University
Huntington, West Virginia

Roberta Chenoweth, Research Associate
Marshall University
Huntington, West Virginia

Debbie Burk Kiser, Artist
Dunbar, West Virginia

Debbie Basham, Typist
Marshall University
Huntington, West Virginia

TABLE OF CONTENTS

Forward i
Introduction ii
Acknowledgments iii

GENERAL
COMPREHENSION
Baseball E-1
Food For Thought E-2
Forbidden Words E-3
Letter Maze E-4
Name Writing Relay E-5

AGRIBUSINESS AND NATURAL RESOURCES
GENERAL
WORD RECOGNITION
Letters Fore And Aft E-6
VOCABULARY
Agricultural Spelldown E-7
COMPREHENSION
Airplane Travel E-8
Beast, Bird, or Fish E-9
Black Sheep E-10
Of What Are You Thinking E-11
Student Feud E-12
Twenty Questions E-13
What Is My Occupation E-14
AGRICULTURAL MECHANICS
WORD RECOGNITION
Called-Letter Crosswords E-15
COMPREHENSION
Beat The Clock E-16
Calculating Amount of Concrete E-17
Charades E-18
Double Match E-19
Match Game E-20
What's Gone E-21
ANIMAL SCIENCE
WORD RECOGNITION
Concentration E-22
VOCABULARY
Dice Is Right E-23
COMPREHENSION
Chain Quiz E-24
Cross Wits E-25
Fill In The Parts E-26
Password E-27

Riddles E-28
Swine Puzzlers E-29
Tic-Tac-Toe E-30
FORESTRY
WORD RECOGNITION
Word Search Puzzle E-31
COMPREHENSION
Football E-32
PLANT SCIENCE
WORD RECOGNITION
Crisscross Quiz E-33
Word Relay E-34
Word Search Puzzle E-35
VOCABULARY
Our Cook Doesn't Like Peas E-36
COMPREHENSION
Are You Alert E-37
Field Trip Treasure Hunt E-38
Flower Identification Contest E-39
Guess My Name E-40
Holding The Front E-41
Individual Nature Go Down E-42
Leaf Identification E-43
Question Imitation Baseball E-44
Seed Identification E-45
Train Of Thoughts E-46
Tree Identification Field Trip E-47
SOIL SCIENCE
WORD RECOGNITION
"Chips Off The Old Block" E-48
COMPREHENSION
Scouting For Words E-49

RECREATION
WORD RECOGNITION
Recreation Word Search Puzzle E-50
Resort Occupations Word Jumble Puzzle E-51
VOCABULARY
Crossword Puzzle E-52
COMPREHENSION
Charades E-53

ACTIVITY KEYS EK-1

BASEBALL

OBJECTIVE: To review subject material already covered in class.

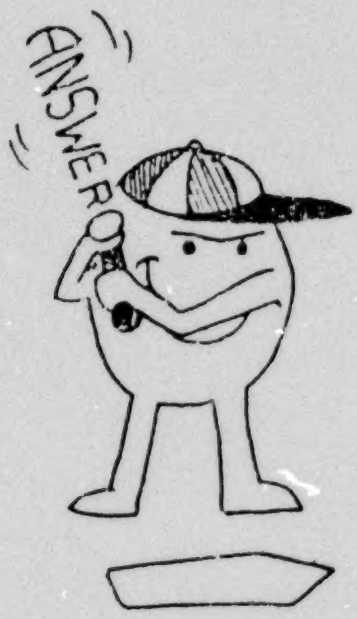
MATERIALS: A list of questions relating to the present subject material

Poker chips
Permanent marker
Large envelope or small box
Blackboard - To be used as scoreboard

DIRECTIONS: Take 25 poker chips and using a permanent marker, put S (single) on 5 chips, D (double) on 5 chips, T (triple) on 5 chips, SO (strike out) on 4 chips, and FO (fly out) on 4 chips. The 2 unmarked chips signify home runs.

Draw a scoreboard and an outline of the bases on the blackboard.

Divide the students into two teams. The 1st student on Team I will be asked a question by the teacher. If the student answers correctly, s/he earns the right to draw a chip from the envelope. If the student is unable to answer the question, an automatic out results. After Team I has accumulated 3 outs, Team II comes to bat.



FOOD FOR THOUGHT

OBJECTIVE: To test the abilities of students to associate foods with names of jobs.

MATERIALS: Handout

DIRECTIONS: Give the students a copy of the handout. Let the students work on the handout to see how many they can guess. This should be a light activity used to help the students feel more at ease in class. Discuss the answers after all students have had sufficient time to complete the work.

Handout:

What food is appropriate for the following persons?

1. jeweler
2. prize fighter
3. plumber
4. teacher
5. horticulture
6. policeman
7. actor
8. electrician
9. newlyweds
10. wood cutter
11. gambler
12. printer
13. stone mason
14. chiropodist
15. air conditioner person
16. the unemployed
17. shoemaker
18. traffic officer
19. real estate person
20. a marrying person

See Activity Key on page EK-1

REFERENCE: Harbin, E. O. The Fun Encyclopedia, 1940.

FORBIDDEN WORDS

OBJECTIVE: To help students communicate more clearly.

MATERIALS: 5 marbles per student.

DIRECTIONS: Students simulate interviewing for jobs, but are not allowed to answer questions with simply yes or nc answers. Each student will have a turn conducting an interview and also being interviewed. Give each student who is being interviewed 5 marbles. Explain to them that if at any point during the interview they answer a question with simply a yes or no answer, they will have to give one marble to the interviewer. Any student who loses all of his/her marbles is out of the game. The interviewers should be allowed to choose their occupations, but they must pertain to agriculture. Each student should interview at three stations.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

LETTER MAZE

OBJECTIVE: To identify terms and familiarize students with facts about record keeping.

MATERIALS: Duplicate copies of the questions and letter maze puzzle

DIRECTIONS: This exercise should be used only after the subject material has been covered completely. When the search type puzzle is used, the words should be given to the students instead of having to determine the words before finding them in the puzzle.

VARIATION: Show the students by example how to make one of these puzzles, and let each student make a puzzle with a list of given words. Have the students exchange papers and see if they can work the puzzles developed by other students.

Fill in the blanks and locate in the puzzle the following terms:

cost	FFA	profit
income	save	timely
accurate	net worth	expense
neat	vocational	records
assets		

1. What you own is called _____.
2. _____ Agriculture
3. Money coming in is called _____.
4. This is what happens when you put money in the bank. You _____ money.
5. _____ should be timely, neat, and accurate.
6. Money being paid out is called _____.
7. The abbreviation for Future Farmers of America is _____.
8. What an item is worth when you go to the store and buy it. We could say that the _____ is $1.50.
9. Records should be _____.
10. Records should also be _____.
11. If records are _____ they will never be out of date.
12. _____ = Income - Expenses.
13. _____ _____ = Assets - Liabilities.

A	O	U	T	A	N	I	M	A	V
H	T	R	O	W	N	E	T	O	D
D	X	A	T	A	A	T	C	O	G
K	H	C	F	B	W	A	Y	A	P
L	O	F	E	O	T	S	T	P	L
J	R	B	N	I	N	S	S	E	C
O	S	K	O	N	O	E	N	O	W
A	E	N	U	C	L	T	O	A	D
A	A	L	O	O	K	S	A	V	E
L	B	S	P	M	P	Q	D	X	W
I	X	N	T	E	O	C	E	S	X
A	M	X	F	G	B	K	D	Y	Z
B	C	E	X	A	M	R	D	K	L
I	L	C	K	X	O	O	Q	S	T
L	A	B	U	C	X	P	R	U	V
I	C	D	E	R	N	X	J	I	N
T	S	R	A	X	A	E	X	K	H
I	V	N	B	D	P	T	F	X	L
E	A	T	C	R	I	E	E	G	M
S	L	Z	O	M	J	M	N	K	R
D	C	F	E	N	E	O	E	S	S
E	I	L	O	A	M	U	A	Y	E
T	Y	M	R	C	A	T	T	Z	X
A	D	E	F	G	C	F	K	L	M

See Activity Key on page EK-1

NAME WRITING RELAY

OBJECTIVE: To help students learn to remember names.

MATERIALS: Blackboard and chalk
3" x 5" index cards

DIRECTIONS: The teacher hands each student a card with a name written on it. The names should not be the names of the students in the class. (Students' names can be used at the beginning of the school year to help students learn the names of their classmates).

Divide the students into two groups. Each pupil will write his/her name on the board. Before the names are erased, the teacher should explain that next, each player will be required to write the name of another student in his/her row. It should also be pointed out that each pupil should learn the names of all the members of his/her team and the names of the students on the opposing team. The first team to correctly name all the students in the room wins the game.

LETTERS FORE AND AFT

OBJECTIVE: Introductory exercise to aid in the spelling and recognition of agricultural items.

MATERIALS: Pencils and paper.

DIRECTIONS: Students form agricultural words by adding letters before and after the given letters. One point is scored for each word formed, no matter how many letters are used.

Example: Using the letters (ar)
1. farm
2. yard

Example: Using the consonants (tb)
1. catbird
2. hotbed
3. flatbed

Example: Using the letters (or)
1. forest
2. door
3. moor
4. born
5. corn

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

AGRICULTURAL SPELLDOWN

OBJECTIVE: An icebreaker that also provides practice in identifying and spelling words that relate to agriculture.

MATERIALS: Blackboard and chalk

DIRECTIONS: The players line up into two equal sides. The head player on one side starts a word with one letter. The teacher then puts this letter in large print on the board. The head player on the opposing side adds a letter, though s/he may have a different word in mind from that of the starter. The second player on the starting side now picks it up and adds another letter. S/he may have still a different word in mind. So the word is tossed back and forth from side to side until some player finishes a word or until one player challenges the opponent just preceeding him/her. If a player finishes a word, the team gets the number of points at the rate of one point per letter in the correctly spelled word. It does not matter that the original player had a longer word in mind. The first team to make a word that is agricultural in nature is the winner.

Example: The first player says (H). The player on the opposing side says (O). Number two player on the starting side may add an (E). The first team wins that word with 3 points. It does not matter that the original player had the word horse in mind.

A player is given 10 seconds to respond or challenge. A challenge can be made when a player thinks that the person in front of him/her added a letter without it really being a letter to make an agricultural word. If the player elects to challenge rather than to add a letter, then the last player must give a word using the existing letters and spell it correctly. If that player cannot give a word (agricultural), then the opposing team receives five points. The team at the end who has the most points, wins. Whenever one word is formed or a team challenges and wins, the game is started again with the next two students in line.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

AIRPLANE TRAVEL

OBJECTIVE: To pretend to be crossing the United States by airplane and to identify a major agricultural product produced in a particular state.

MATERIALS: A large map of the United States in front of the classroom.

A transparency is an excellent way to project a map of the United States so that the students can see it from all parts of the room.

Pencils and paper

DIRECTIONS: The purpose of this game is to start with the state of California and come across the country by airplane by entering a state that adjoins the preceding state until you reach the Atlantic Ocean.

Each row, from right to left, across the room, constitutes a team. The first member, the "pilot", starts the paper or "plane". At the word "Go", the first pilot writes the name of a state (preferably California) on the sheet of paper and a major product that California produces, and passes the paper to his/her teammate on the left. The second pilot then writes the name of a state that adjoins California and one agricultural product. Keep passing this paper between teammates until they have reached the Atlantic Ocean. The teams receive one point for all states that have been listed if they adjoin the preceding state and one point for an agricultural product produced in that state. The team with the most points wins. A team is disqualified if any state is selected that does not adjoin the preceding state.

Example:

California - grapes
Washington - apples
Idaho - potatoes
Montana - sheep

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

BEAST, BIRD, OR FISH

OBJECTIVE: To break the ice with a new class of students.

MATERIALS: Nerf ball about the size of a softball

DIRECTIONS: Divide the players into teams A and B. Seat teams opposite each other in any convenient manner; parallel lines are best. An A member starts the game by throwing the ball to any member of the B team. The A member must call out, while s/he is throwing the ball, what is to be named (beast, bird, or fish). The student who catches the ball must name either a beast, bird, or fish, depending upon what the A player calls. If the B player fails to name a correct object before the thrower counts to ten, one point is scored for the A team. Similarly, a point is scored if an object that was previously named is mentioned a second time. The teams throw alternately; the one wins that has the most points.

This exercise can work well with other areas, such as:

flowers
breed of livestock
soils
leaves
trees

BLACK SHEEP

OBJECTIVE: To act as an icebreaker for a new class and to introduce beginning facts about agriculture.

MATERIALS: None

DIRECTIONS: The students are all on one team. The teacher states a fact about agriculture, such as: production agriculture is producing agricultural products. The first student must then mention an agricultural product. Each student must then, in turn, mention an agricultural product. The student who is unable to mention an agricultural product must say "Baa-aa-aa". Everytime it is the turn of a student who has failed to mention a product s/he must say "Baa-aa-aa". The class will enjoy hearing the "Black Sheep Family" increase.

Example of agricultural products:

apples	cows
corn	goats
horses	dogs
fish	

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

OF WHAT ARE YOU THINKING?

OBJECTIVE: To help students identify the various occupations that require agricultural skills and competencies.

MATERIALS: Paper and pencils

DIRECTIONS: The teacher secretly chooses a specific agricultural occupation. Then the teacher announces that s/he has a specific agricultural occupation in mind. The object of the game is for the students to determine the agricultural occupation by asking indirect questions which the teacher can answer with "Yes" or "No". After the teacher has answered about twenty questions, the game actually begins. Remember, the teacher should never answer a direct question, such as, "Is it a forest ranger?"

The first member of each team writes at the very top of a sheet of paper the agricultural occupation that s/he thinks the teacher has in mind. The student then folds down the paper so that his/her answer cannot be seen and passes the paper to the teammate on his/her left. In this manner, the writing, folding, and passing continues until the last member of each team writes an answer. When this is done, the teacher names the agricultural occupation which s/he had in mind. The team that finished its writing first receives one point. Each team receives one point for each correct answer. The team having the highest total wins.

Examples of agricultural occupations:

farmer	forester
nursery worker	mechanic
greenhouse worker	game warden

STUDENT FEUD

OBJECTIVE: Icebreakers for introducing agriculture.

MATERIALS: Blackboard

Survey containing the answers to specific agricultural questions asked of people outside the class. Sometimes the students in the class can be surveyed the day before.

DIRECTIONS: The teacher should ask at least 20 different people to answer several questions with the first answer that comes to their minds. These should be agricultural questions. At least 25 questions should be gathered for this game.

Divide the group into two teams. Take the first two students and call them to the front of the class. Ask the question and the first student to answer has his/her answer compared to the top five answers of the survey. The top five answers are numbered as to how many people gave that answer. If the student gets the most replied answer, then the student must decide if their team is going to play or pass. If a team plays, they must come up with the top five answers without guessing wrong twice. If the team passes, the other team has to get the top five answers. If any team misses twice, the other team has a chance to get all the points by just getting one unknown answer right, but if this team fails, then the points go back to the first team.

Example: Survey questions and sample results:

What is a farm animal?

1.	cow	10
2.	horse	5
3.	goat	3
4.	pig	1
5.	cat	1

What is a horticultural occupation?

1.	greenhouse worker	8
2.	nursery worker	4
3.	landscape gardener	3
4.	florist	3
5.	garden center salesperson	1

TWENTY QUESTIONS

OBJECTIVE: To identify agricultural occupations

MATERIALS: Handbooks on agricultural occupations

Dictionary of Occupational Titles

Occupational Outlook Handbook

DIRECTIONS: In the first round of the game, the teacher should ask the questions. During the next rounds, the students can take the teacher's place.

The teacher instructs the students to choose an agricultural occupation while s/he is out of the room. After the occupation has been selected, the teacher returns and begins asking questions in an attempt to determine the specific occupation. The teacher is allowed to ask 20 questions. If the occupation is guessed before 20 questions are asked, the teacher wins. If the occupation is not guessed after the allotted 20 questions have been asked, the students win.

Example: florist

Questions:
1. Is it in animal science? No!
2. Is it in horticulture? Yes!
3. Does the job work with flowers? Yes!
4. Is a greenhouse used in this occupation? No!
5. Are flowers sold where this person works? Yes!

I think the occupation is a florist. (Correct).

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

WHAT IS MY OCCUPATION?

OBJECTIVE: To help students become familiar with occupations related to agriculture, and to learn about the activities of people employed in those occupations.

MATERIALS:
Chalkboard
Reference materials relating to agricultural occupations (Dictionary of Occupational Titles and Occupational Outlook Handbook)
Pencils and paper
3" x 5" index cards

DIRECTIONS: Draw from the class a list of agricultural occupations and write each on the board. The teacher should add other agricultural occupations to the list obtained from the students. The job titles should also be written on 3" x 5" index cards. Each student should choose one of the cards. The students should not reveal their selections to the class. Allow the students time to research the occupation. Caution the students not to reveal their occupations because they will be placed on teams at the next class meeting. At the next class meeting, divide the group into two teams. One student from each group will go to the front of the room and tell some of the activities that are required in his/her job. The first student to correctly identify the occupation will earn one point for his/her team. Allow each student the opportunity to participate. After all the occupations have been determined, the team with the most points wins.

SAMPLE OCCUPATIONS:
herdsman
florist
forester
swine farmer

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

CALLED-LETTER CROSSWORDS

OBJECTIVE: To aid in the spelling and recognition of names of tools.

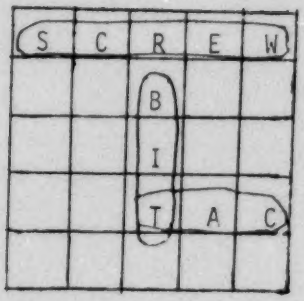
MATERIALS: Paper with 25 squares. Five rows of vertical squares and five rows of horizontal squares.
Pencils

DIRECTIONS: Give each student a paper containing the squares. Explain to the students that they will be forming names of tools.

The first player calls a letter of the alphabet out loud. Each player decides in which square to place the letter. After all players have placed the letter in one of the squares, the next student in the row calls another letter. The students continue to place the letters which are called in the unused squares. Players should keep in mind that the object is to make names of tools and that they will receive one point for each letter contained in the name of the tool. When the name of a tool has been spelled out, the students circle the word. The game continues until 25 letters have been called. The student who has identified and spelled the most tools correctly, wins the contest.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

Example*



*More squares can be used, depending on the subject material that is used.

BEAT THE CLOCK

OBJECTIVE: To practice skills involved in agricultural mechanics.

MATERIALS:
3"x5" index cards
Shop with the various equipment normally found
Stopwatch

DIRECTIONS: Put certain agricultural mechanics tasks on index cards with a time estimate necessary to complete each task. Also list the number of points received if the activity is completed satisfactorily within the allotted time.

Divide the group into two teams. Flip to see which team will go first. There should be enough cards so that all students can participate. (Note: the activities should be of a nature that no more than 3 - 5 minutes are needed to complete each activity). Give each student one card.

At the signal to start, the first student attempts to complete the assigned task. If a student completes the task in the time limit and satisfactorily, then give the number of points on the card to the student's team. This activity may take more than one class period, but be sure to allow each student a chance to complete one task activity.

Sample cards:

Set up and adjust oxyacetylene flame to a neutral flame 15 points 3 minute time limit

Square and saw a board that is exactly 3'4½" long 15 points 3 minute time limit

CALCULATING AMOUNT OF CONCRETE

OBJECTIVE: To calculate and determine the amount of concrete that is needed to fill an area.

MATERIALS: Blackboard (divided into two sections by a line in the middle)
Pencils and paper

DIRECTIONS: Each row, front to rear, constitutes a team. The pupils in each row are numbered consecutively. In case there are more students in some rows than in others, one or more are given two numbers. A few problems dealing with concrete are written on the board and each problem is numbered.

To start the first round, the teacher calls a number of a problem and a number of a student. If there is limited blackboard space, then the students may have to be divided into two teams instead of individual rows. Suppose the teacher calls problem #5 and student #4. The #4 student from each team will go to the board and work problem #5 not looking at what the other students are doing. One point should be deducted from the team that a student looks at another student's work. The one who is first to return to his/her seat and has worked the problem correctly, receives 2 points and the other students that have worked the problem correctly receive one point for their team.

It is good practice to keep students alert by calling one or two numbers twice. Make sure all students have a chance to participate and only discuss the problems at the end or it will slow the exercise to the point that some students may get bored.

CHARADES

OBJECTIVE: To review safe shop practices.

MATERIALS: Cards containing shop safety rules
A box

DIRECTIONS: This exercise should be used after a lecture in shop safety.

Take some index cards and write a shop safety rule on each. Divide the students into two teams. Have one person from each team draw a card with a shop safety rule on it. The first team must determine what the safety rule is by having it acted out by their team member without the use of words. Turn the power off to any of the equipment in the shop and allow the person giving the clues to use the equipment in the demonstration of safety. Time how long it takes the team to get the correct safety rule. Continue until all the rules have been determined. The team that has accumulated the least time at the end of the exercise wins the safety contest.

Safety rules:

1. Wear eyeglasses while using the grinder.
2. Don't look at the flash of arc welding.
3. Use only sharp tools.
4. Put all tools away when finished.
5. No horseplay in shop class.

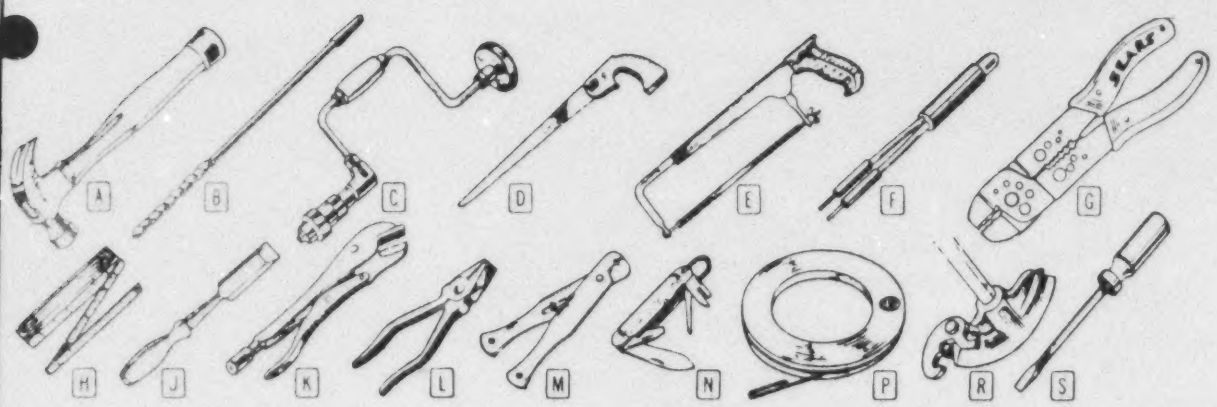
DOUBLE MATCH

OBJECTIVE: To identify types of tools used in electrical training, and to determine the uses of the tools.

MATERIALS: Duplicated sheets for each student.

DIRECTIONS: The students must match the picture of the tool with the correct name and use.

Actual tools should be substituted for pictures if possible.



Select a number from columns 1 and 2 that matches the letter of the tool in the above pictures. Put the answers in column 3 on next page.

Column 1	Column 2
1. 5/8 inch drill bit	21. For cutting circles and shapes
2. Hammer	22. For measuring wire openings
3. Bit brace	23. To trace circuits, test fuses and lines
4. Hacksaw	24. For driving staples, nails, fastening hangers
5. 6-foot folding rule	25. For use with drill, screwdriver, reamer
6. Wire cutters, strippers	26. Cuts and skins a wire, attaches terminals, etc.
7. Lever-jaw wrench	27. Use as plier, lock, wrench, pipe wrench
8. Multi-purpose tool	28. For gripping locknuts, cutting wires
9. Keyhole saw	29. To tighten screws, locknuts
10. Test light	30. A handy time-saver
11. Linesman's pliers	31. Strips and cuts wire
12. Screwdriver	32. Fish wire thru wall and conduit
13. Chisel	33. For cutting insulation
14. Jackknife	34. For cutting cable, plaster or lath
15. Conduit bender	35. For boring wood or soft metal
16. Fish tape and reel	36. For notching studs, joists, plaster, flooring, and lath

Column 3

A. _____ _____

B. _____ _____

C. _____ _____

D. _____ _____

E. _____ _____

F. _____ _____

G. _____ _____

H. _____ _____

J. _____ _____

K. _____ _____

L. _____ _____

M. _____ _____

N. _____ _____

P. _____ _____

R. _____ _____

S. _____ _____

See Activity Key on Page EK-2

MATCH GAME

OBJECTIVE: To provide practice in selecting the proper hammer and identification of hammer parts.

MATERIALS: A duplicated sheet of hammer names and pictures for each student.

DIRECTIONS: Place the number of the hammer part or type of hammer from the following page in the blank in front of its correct name.

_____ A. rubber mallet

_____ B. neck

_____ C. wooden mallet

_____ D. straight peen hammer

_____ E. cross peen sledge

_____ F. head

_____ G. cross peen hammer

_____ H. plain faced claw hammer

_____ I. face

_____ J. double face sledge

_____ K. riveting hammer

_____ L. carpenter's mallet

_____ M. rawhide mallet

_____ N. claw

_____ O. screw-in inserted plastic face

_____ P. soft metal or plastic hammer

_____ Q. wedge

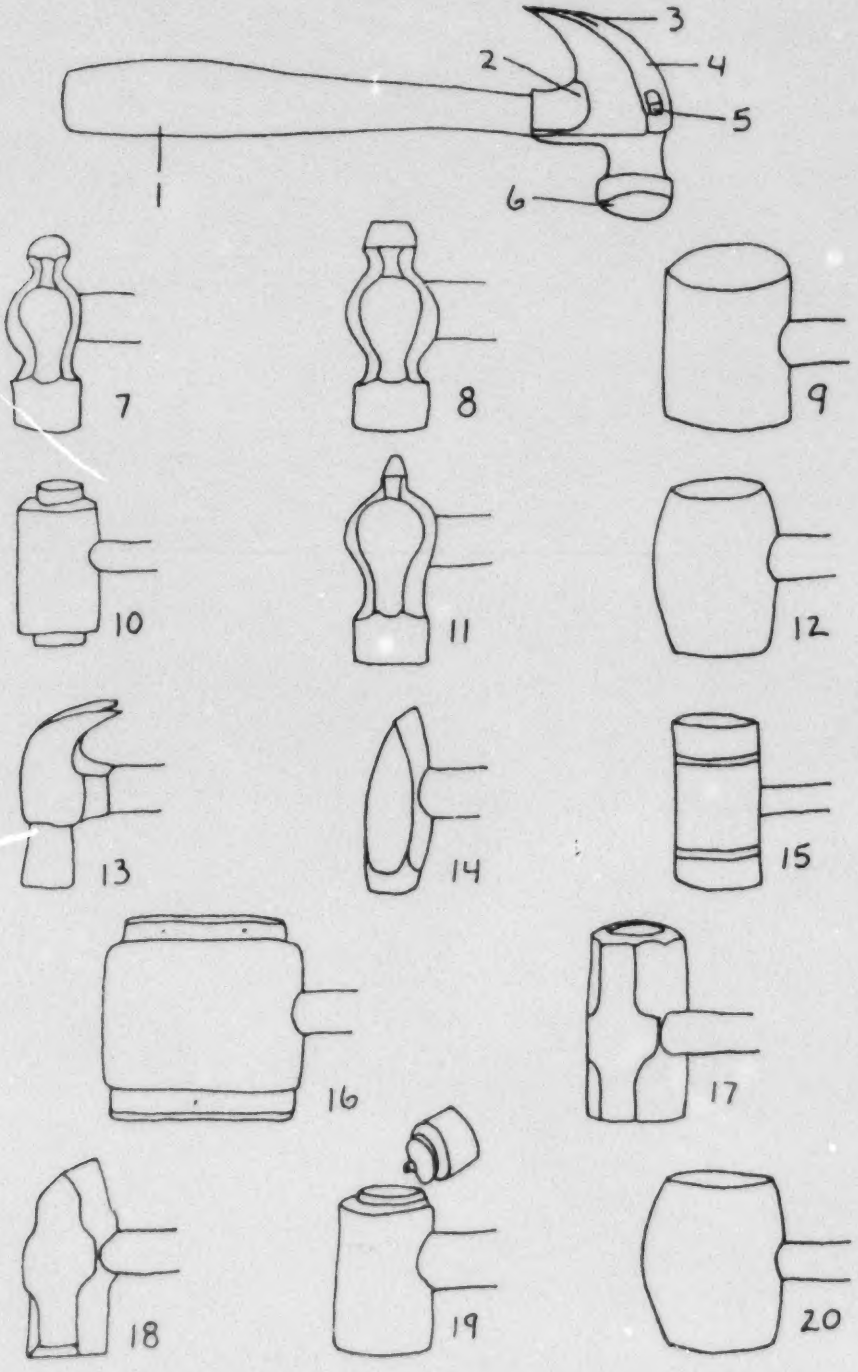
_____ R. ball peen hammer

_____ S. rawhide-faced mallet

_____ T. handle

See Activity Key on page EK-2

HAMMERS, MALLETS, AND SLEDGES



WHAT'S GONE?

OBJECTIVE: Identify missing parts from specific pieces of equipment

MATERIALS: Various carburetor parts or small engine parts

DIRECTIONS: The students should be divided into groups of five. The parts of the equipment are laid on a table in an orderly manner. All students are allowed to study the parts for a few minutes. Then one student from each group is asked to turn around so s/he cannot see the table. The teacher then removes a part. The first student from the two groups that correctly names the missing part receives one point for his/her group. Repeat this exercise until every student has had the opportunity to compete at least one time.

VARIATIONS: This particular exercise can be used for identification of any groups, but is especially helpful in teaching students to troubleshoot in the mechanics area.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

CONCENTRATION

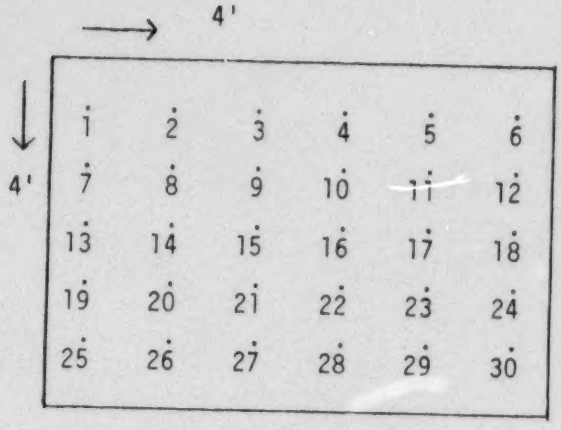
OBJECTIVE: To identify breeds of poultry and facts about poultry.

MATERIALS:
1. 3"x5" index cards
2. pictures of breeds of poultry
3. pictures of broilers
4. classes of poultry
5. pegboard with 30 pegs on it

DIRECTIONS: Put pictures of one breed on a card and the name on another card. Use any materials available to make up at least thirty pairs of cards. Each pair of cards must match each other.

Take thirty cards and write one number from 1 - 30 on each card on one side only. Take the first fifteen pairs of cards and randomly place the cards on the thirty pegs. Then cover these cards with the number cards beginning with one and going to thirty (from left to right).

Divide the group into two teams. The first student of one team will call out two numbers. If the two cards between the numbers match, the team will receive five points. If the two cards do not match, the team receives no points. Alternate between teams until all cards are matched or until time runs out. Try to make sure that all students have a chance to participate. The team with the most points at the end of the game wins.



4' x 4' ½" plywood

Can use screws for pegs

Sample cards:

hen	rooster	Rhode Island	reds	Leghorn
white	chick	baby chicken	no defects	Grade A

DICE IS RIGHT

OBJECTIVE: To give definition of animal science terms. To aid in vocabulary building.

MATERIALS: One set of dice

List of terms

DIRECTIONS: Divide the group into three teams. Have the first student from one of the groups roll the dice and see how many points come up. If, at anytime, the student rolls doubles, the student gets that many points for their team without having to answer a question. If snake eyes come up, the student loses and the turn goes to the next team. Alternate questions and rolling dice between students and teams. If the student gets the question right, their team gets that amount of points. The team with the most points wins.

Example questions: The teacher gives the following one word clues and the student gives the answer.

1. boar: male swine
2. pig: young swine
3. piglet: baby swine
4. sow: female swine that has had pigs

CHAIN QUIZ

OBJECTIVE: Identify general characteristics about breeds of cattle.

MATERIALS: Chalkboard to keep score

DIRECTIONS: The group is divided into two teams competing by facing each other in various parts of the room. Player No. 1 of team A asks No. 1 of team B a question in the subject area assigned. If the latter answers incorrectly, s/he joins the chain of his/her opponents (stands on the end) and loses his/her opportunity to ask No. 1 of team A a question. If s/he answers correctly, s/he remains in his/her position and asks his/her opponent a question. The other player, in turn, repeats this operation. This procedure should continue for the amount of time that the teacher has allotted for this exercise. The team wins that has the most opposing players on its chain after every player has at least had one turn. If the teams were uneven, substract one from the total number of students on that team at the end of the game. This game should only be used to review subject matter that was covered.

EXAMPLE QUESTIONS:

1. What color are hereford cattle?
2. What are the main body characteristics of Angus cattle?
3. Why is crossbreeding important in cattle?

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

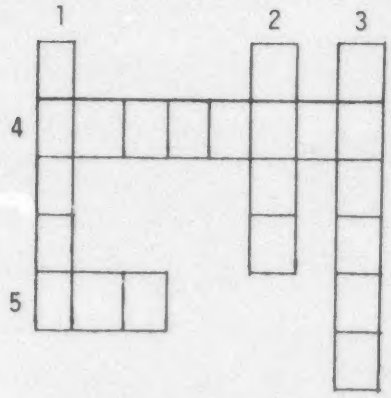
CROSS WITS

OBJECTIVE: To identify agricultural facts and phrases.

MATERIALS: Transparencies showing the puzzle blanks
A list of agricultural phrases, jobs, etc.

DIRECTIONS: This exercise is similar to crossword puzzles. No more than 15 squares horizontally or vertically can be used for making the puzzle. The puzzle can be put on the overhead projector so that all students can see it. The teacher acts as the moderator. Divide the students into two teams. The object is for the students to guess the phrases or terms by identifying the answers to the puzzle.

The teacher lets the first student pick the number of the puzzle that they want to try to solve. If they say 4 across, the teacher reads the question. Four across in the example is three blanks. If the students get the correct answer, they would get three points. The students, on a given team, can confer, but they only have 15 seconds to come up with one answer for their captain to give. If they are wrong, the question then goes to the other team which they can answer or ask for another question. The first team to guess the correct phr or term gets 10 points. The team with the most points at th end of the game wins.



_____ _____

Animal

DOWN

1. where farmers live
2. what cows give
3. breed whose color features a deer

ACROSS

4. red and white cow
5. opposite of he

See Activity Key on Page EK-3

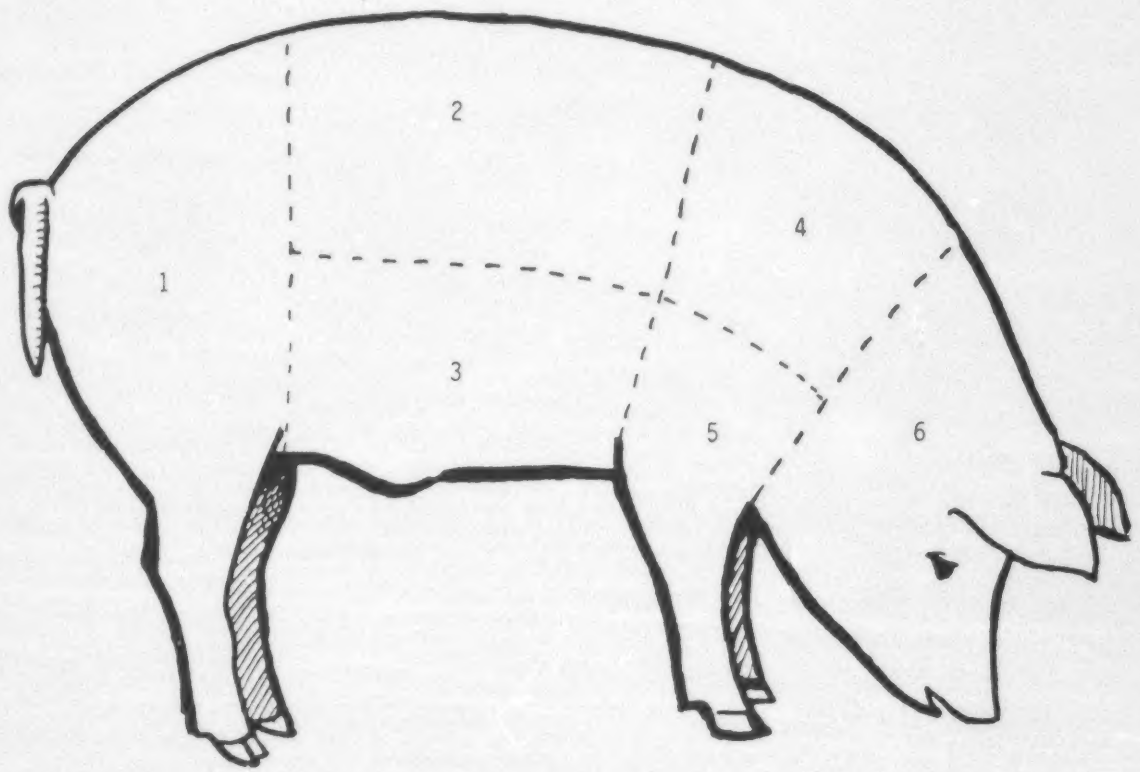
FILL IN THE PARTS IF YOU CAN

OBJECTIVE: To identify the major wholesale cuts of meat animals.

MATERIALS: Copies of the handout with the wholesale cuts of meat animals not written in.
Pencils

DIRECTIONS: Give each student a set of handouts like the examples with this exercise. This is designed for individual use, rather than group use, but large scale drawings of these handouts can be made and cut up into pieces and mixed together. The group can then be divided into teams and timed to see how long it takes to put the animals together and then name correctly the wholesale parts.

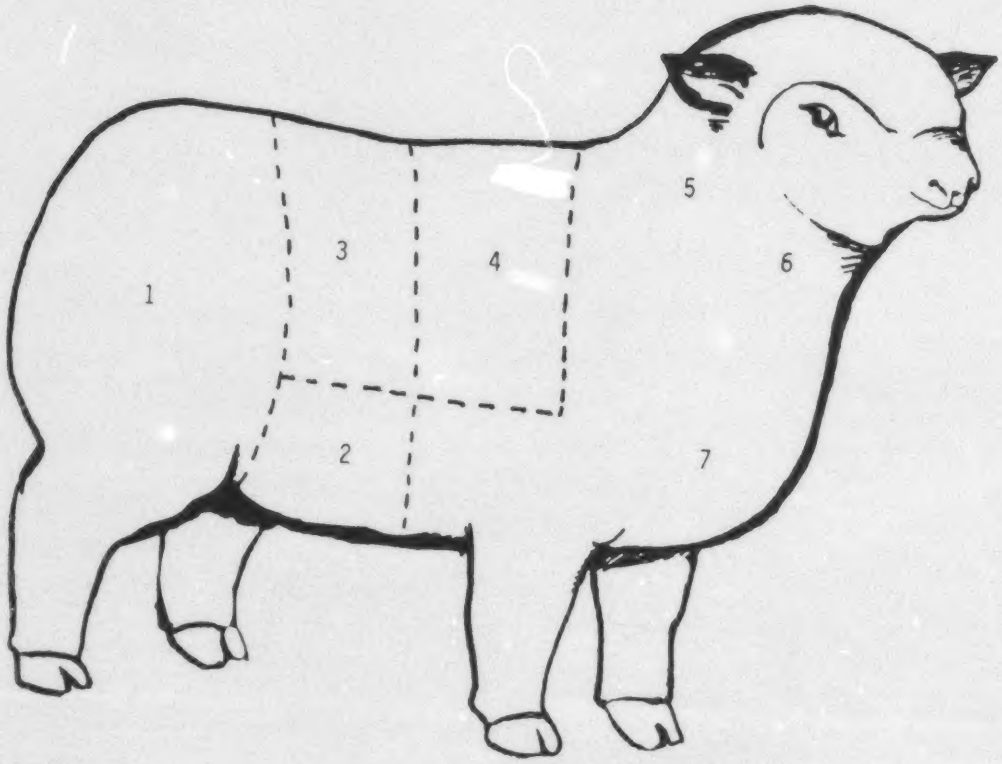
Fill in the wholesale cuts.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

See Activity Key on Page EK-3

Fill in the wholesale cuts.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

See Activity Key on Page EK-3

PASSWORD

OBJECTIVE: To identify words dealing with animal production.

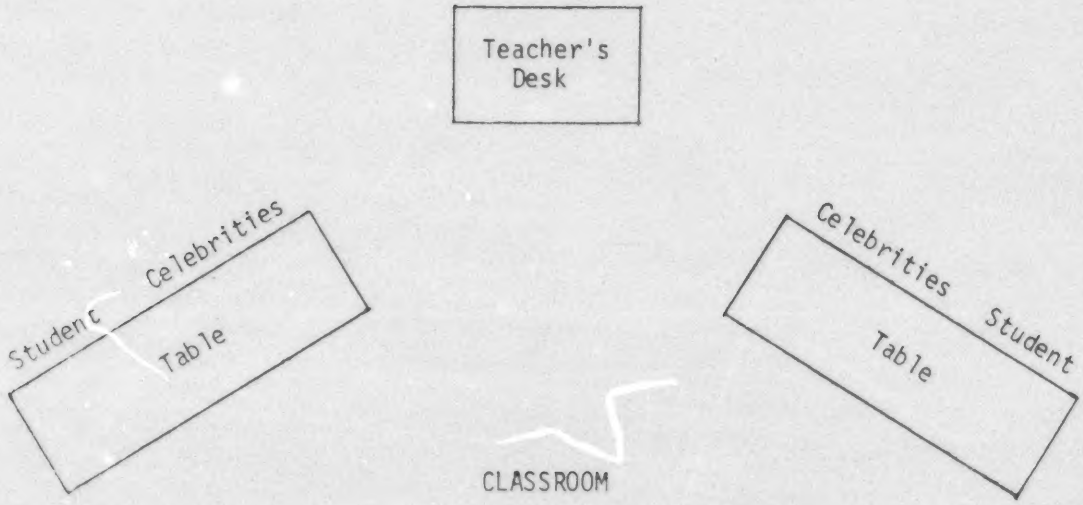
MATERIALS: 3" x 5" index cards
2 tables and four chairs set up in the front of the room. (See illustration).

DIRECTIONS: Make up cards with different animal production terms written on them. Write each term on 2 cards, and keep the cards together with paper clips.

Have the class elect two students to be celebrities. These two students should be replaced periodically to keep the game interesting. Have the two celebrities take their seats in the front of the room.

Divide the rest of the group into two sections, and have each section determine among themselves who will go first. Have the first student of each team go up and take the student's seat.

The students designated as celebrities will start the game by giving one word clues to their partners. These clues should be alternated from one side to the other. After each side has attempted a word 3 times and are unable to determine the correct word, the word is declared dead and the teacher can ask if anyone in the class knows the correct word. If nobody gets the correct word, then the teacher should announce it to the class. The points are scored from 6 points to the student that gets the word on the first try, to 1 point to the student that gets the word on the sixth try. After each word, before a new word is given, the students should be alternated with another team member. The first word clues will be given by the celebrities and the next word clues from the student to the celebrities. Alternate this pattern through the game. Make sure that all students have the opportunity to participate.



NOTE: The teacher will give the cluegivers a card with the word on it before each new word.

Sample words:

1. milk
2. farmer
3. castrate
4. dehorn
5. farrow
6. feed
7. bred
8. worm

RIDDLES

OBJECTIVE: To have students determine the importance of animals to our language.

MATERIALS: A handout of animal names and blanks.
Materials about the importance of animals to mankind to be used upon the completion of the exercise.

DIRECTIONS: Ask the students to complete the exercise by placing in the blank an expression using the name of the animal which is given. After the students complete this exercise, see if they can come up with other expressions in our language that are colored with terms relating to animals.

Example:

1. fox _____
2. bull _____
3. dog _____
4. horse _____
5. mule _____
6. possum _____
7. pig _____
8. elephant _____
9. rat _____
10. wolf _____

See Activity Key on page EK-3

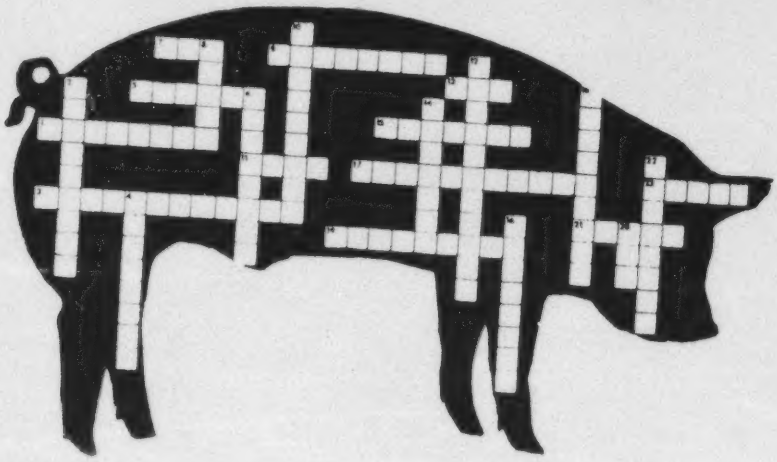
SWINE PUZZLERS

OBJECTIVE: To answer definitions or incomplete sentences and to fit these answers into a crossword puzzle.

MATERIALS: A duplicated sheet with the crossword diagram for each student.

DIRECTIONS: Give each student a dittoed sheet with a crossword diagram in the shape of a pig and a list of questions. Also give each student a handout for the identification of breeds of swine to aid in filling in the puzzle. Next, see if the students when they have finished the puzzle can go back without any information and list the major breeds of swine. Next, list on the board a breed of swine and see how many characteristics of that breed the student mastered while trying to answer the puzzle.

Example: Any animal form could be used with questions relating.



ACROSS

1. Abundant reproduction
3. A breed characterized by white hair and skin and drooping ears
5. Results of crossing two animals of different breeds
7. Color of Duroc breed
9. A breed characterized by white hair, a long body, a straight snout, and large drooping ears
11. State in which the OIC breed was developed.
13. A mature female swine
15. Because of agreement with the _____ government, the Landrace breed could not be recorded in this country until 1949.
17. Extra growth capacity gained in crossbreeding
19. A white breed of hogs with a slightly dished face and erect ears
21. Common name for the Spotted Poland China breed
23. Ear characteristic of the Yorkshire breed

DOWN

2. The snout is short and turned up
4. A breed originally developed as a bacon-type hog
6. Ear characteristic of the Landrace breed
8. A breed that can be identified by red color and drooping ears
10. Black with a white band around the body
12. Black with six white points
14. New breeds of swine developed from crosses of two or more breeds
16. Red and white color marking resembling a breed of cattle
18. A term used to describe the hybrid vigor shown by crossbred animals
20. Ohio Improved Chester
22. An ideal hog with good muscling, good length of body, and above average percentage of ham, loin, and shoulder

See Activity Key on Page EK-4

TIC-TAC-TOE

OBJECTIVE: Identification of facts about the breeds of cattle.

MATERIALS: The blackboard or overhead transparency can be used.

DIRECTIONS: Draw a tic-tac-toe chart on the chalkboard or on a transparency. Divide the class into two teams. One team is the X's and one team is the O's. Use any list of questions, such as the ones below to ask the students. Toss a coin to see who will start first, X or O. If the student answers the question correctly, then they can put an X or O where they choose on the board. If the student answers incorrectly, then the question automatically goes to the next student on the other team. If that student answers the question correctly, then they can put their mark on the board where they want. The first team to get three of the same letters in a row horizontally, vertically, or diagonally, win. This game can be varied to allow the student to choose the subject area that s/he wants the question to be from, if the subject material is going to cover a large area.

EXAMPLE:
1. What breed is red and white?
2. What breed is white and originated in France?
3. What is the best crossbreed combination?
4. What does polled mean as far as cattle breed are concerned?

WORD SEARCH PUZZLE

OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.

MATERIALS: A duplicated sheet with the word search puzzle for each student.

DIRECTIONS: Find and circle the following words in the puzzle below.

alarm	fire warden	planting	resource
conservation	flood control	prevention	restoration
environment	forage	public	smoke
fire season	forest ranger	records	training
fire tower	map	research	wildlife

F O N O S A E S E R I F E P A H A

I O T X E S N C E D F G J A L R N

R A R P R E V E N T I O N T A V J

E P U A J M I G P Q C G M D R E N

T R R I G H R E C O R D S F M O E

O P E M B E O C K A G F E B H L D

W W S L T V N O I T A R O T S E R

E I E M R B M P L O Q K I V M P A

R B A S A R E S O U R C E T O M W

P Q R K I G N K J B C L U D K D E

U C C G N I T N A L P B N O E Q R

B T H W I L D L I F E T A E F H I

L O R T N O C D O O L F R U P K F

I H R E G N A R T S E R O F J A H

C O N S E R V A T I O N K Z O V M

See Activity Key on Page EK-4

FOOTBALL

OBJECTIVE: To review subject matter already covered in class.

MATERIALS:
1. 2' x 6' board 4 foot long (refer to example).
2. List of questions referring to subject area.
3. Checker or football shaped piece of wood about the same size as a checker.

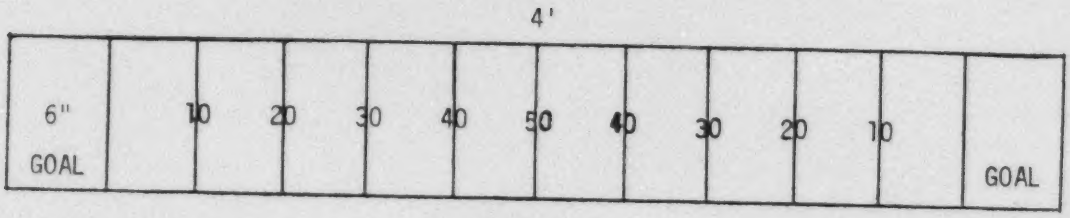
DIRECTIONS: Divide the group into two teams and choose a captain for each team.

Flip a coin to see which team will start first and let the other team choose the side of the field that they want.

Ask a question to the first member of the team. If the answer is correct, start from the 50 yard line and move the checker 5 yards towards the opponent's goal. Alternate asking questions of each team. If any student misses a question, the checker is moved 5 yards toward the opposing team's goal.

Scoring is 20 points for touchdown which is accomplished by getting into the other team's goal area. The teacher should have some bonus questions to be used for field goal attempts when a team is within the 20 yard line and elects to go for a field goal, rather than try for a touchdown. A field goal question can only be given after the checker is moved within the 20 yard line after answering a question. This can be called for before the question goes to the other team. A correct answer scores 10 points for a field goal. This is the only time that a team can have two questions in a row. If the team missed the field goal, the other team gets the ball on their own 25 yard line.

If a touchdown or field goal is scored, the checker is placed on the 50 yard line and the next question goes to the team that did not score.



Example of Board

Examples of questions:

1. What is grafting?
2. What is a scion?
3. What type of graft is used for pines?
4. When should budding be used in place of grafting?
5. Explain the first cut in making the splice graft.

*This game could be used for any area of study.

CRISSCROSS QUIZ

OBJECTIVE: To identify on sight various plants which are used in horticulture.

MATERIALS: Slides or live samples of plants.
Seats for the students to return to if they miss the question.

DIRECTIONS: The class should be divided into two teams. The teams are lined up in single file ranks on opposite sides or ends of the room. The teacher shows a slide or sample. The first member of Team A will have 10 seconds to tell the teacher their answer. If the student cannot tell the answer, s/he will sit down and the first student on the next team will have 10 seconds to answer. If s/he misses, s/he sits down also. The teacher then tells the class the correct answer. If the first student says the answer, the corresponding student on the other team must say whether the answer is correct or not. If the student says that the answer is correct and it is wrong, then both students will sit down. If the first student says the wrong answer, and the other student says the right answer, then only the first student sits down. Alternate sides on giving the first question. Make sure that all students that remain standing have a chance to be asked questions. The team that has the most players at the end wins.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

WORD RELAY

OBJECTIVE: To provide quick recognition of words (by sight and sound) that are necessary for the content material being taught.

MATERIALS: 25-30 word cards. Words may be printed on 3" tagboard. New word cards may be made to replace words to be learned for each game.

DIRECTIONS: Place cards on the floor or table. Place students on the other side of the room in a line as shown in the diagram. The instructor calls out a word and the first player on each team runs to the cards trying to be the first to find it. When a player returns to his/her team, the instructor calls out another word, and the second player on each team runs to get the word card. The team with the most correct cards at the end of the game wins.

VARIATIONS: The instructor can indicate a word to find and at the signal each player finds his/her word and runs back so the next player can run, as in a relay.

SAMPLE WORDS:

aphids	vines	holly tree	watermelon
cactus	greenhouse	mulberry	watering
carrots	grass	sod	vegetable
berries	fruit	pruning	tree
drainage	oak	lilac	turf
evergreen	mole	sage	zinnias
gophers	landscaping	seeding	worm
hedges	insect	sycamore	hot bed

WORD SEARCH PUZZLE

OBJECTIVE: To provide practice in word recognition, vocabulary building, and spelling reinforcement.

MATERIALS: A duplicated sheet with the word search puzzle for each student.

DIRECTIONS: Find and circle the following words in the puzzle below.

aster	fir	oak	pine
beech	hedge	pansies	rose
elm	lombardy	perennial	sage
evergreen	nasturtiums	philodendron	sod
ferns			sycamore

L L F A D P A N S I E S W

J N I G B I C W X U V O B

P E R E N N I A L T U D I

H K H L E E B S O A K A V

I O F M P S O T M S F T J

L Q R S S A L E B E E C H

O T B Y Y G T R A R R N E

D G F J C E Z R R O N A D

E K O R A R E E D K S R G

N E O C M K I O Y O B O E

D A K L O J B A C T K S N

R E V E R G R E E N P E O

O T R U E B S K A P R K J

N A S T U R T I U M S E T

See Activity Key on page EK-5

OUR COOK DOESN'T LIKE PEAS

OBJECTIVE: To provide practice in vocabulary building ard spelling reinforcement. To identify various types of vegetables.

MATERIALS: Blackboard

DIRECTIONS: The teacher acts as the leader and writes on the board any vegetable that a student names.

One player starts the game by saying: "Our cook doesn't like peas, (or some other vegetable). What can we have for dinner?" The student then points at one of the other students who must give another vegetable using one letter of the last vegetable for the first letter of the vegetable that s/he names. The teacher now writes on the board the first vegetable (peas). The reason for waiting for the next vegetable is to give the students practice in spelling what they are talking about.

When a student cannot give a vegetable or repeats one that has already been given, then that student is out of this game. This procedure continues until only one student remains and is the winner.

Example:

1. Our cook doesn't like to cook potatoes.

   Student one: peas
   Student two: eggplant
   Student three: lettuce
   ETC.

ARE YOU ALERT?

OBJECTIVE: To aid in listening ability and to be able to recognize and identify various types of trees and flowers.

MATERIALS: Duplicated copy of the romance story with blanks.

A list of the trees and flowers that could be used to complete the romance.

A sheet numbered 1-31 to write answers.

DIRECTIONS: First pass out to the students the sheet containing the story with missing words which must be names of trees and flowers. Inform the students that the names of trees and flowers used to fill in the puzzle must come from the list, and some answers can be used more than once.

To aid the students in understanding how to work the exercise, read the first sentence of the story substituting the tree (beech) for the first blank. Explain that sometimes it is how the word is pronounced that makes it fit into certain blanks.

List of trees and flowers to fill in the blanks:

beech	lady's	poppy	American
poplar	bleeding heart	red	aster
phlox	balsam	marigold	sweet
yew	rose	daisy	rosemary
apple	lilac	plum	johnny-jump up
cherry	prune	peach	tulips
four o'clock	pine	sweet peas	jack-in-the-pulpit

This romance began on a hike one day. It is true that he had met her once before down at the _____1_____, where he was a lifesaver, but they had not been formally introduced until the day of the hike. Her name was _____2_____ Bud, while his name was _____3_____ Wood.

She was very _____4_____ with all the boys. In fact, _____5_____ of them hung around her home. Her _____6_____ was afraid she would wed some never-do-well. He wanted her to _____7_____ so that she could have all the comforts and luxuries she wanted. She had always said, however, that anyone was _____8_____ crazy who married for anything but love. _____9_____ Wood thought that she was a _____10_____ and he fell in love with her at first sight. The hike gave him the opportunity to tell her about it. "_____11_____ are a real _____12_____ beauty. _____13_____ are the _____14_____ of my eye." Thereupon, he _____15_____ to marry him.

She loved him but she pretended to doubt his faithfulness. "What _____16_____ Slipper did I see in your possession the other day?" she parried. "Oh, that belonged to my brother, _____17_____ William. It was his wife's," he replied earnestly. "Oh, _____18_____ me or I'll have a _____19_____. It is near to breaking now. If you only knew how I _____20_____ for you."

Just then her little brother Johnny fell down. He continued to lie where he had fallen and sure did _____21_____. His big sis called to him: "_____22_____, you're not hurt." "Oh, sis," he yelled back at her, "How can you _____23_____ that?"

_____24_____ Wood resumed his courting, falling back on a little French that he had learned in his four years at college. "Mon _____25_____, je t'aime." As that was all of the French he could remember, he fell back on perfectly good English. "Let me press your _____26_____ to mine." Johnny thought he was a big _____27_____, but she thought he was wonderful. "You're a _____28_____," she said as she cuddled in his arms. "We will be married at _____29_____ tomorrow."

So _____30_____ performed the ceremony, and all of their days were blessed with _____31_____.

See Activity Key on page EK-5

FIELD TRIP TREASURE HUNT

OBJECTIVE: To identify and to obtain as many edible plants as possible while on a field trip.

MATERIALS: Plastic garbage bags to collect samples in.
A book containing color pictures of edible plants that grow in the wild.

DIRECTIONS: The group is divided into two to three teams, depending on the size of the group. They are instructed that on this field trip they are lost and their survival depends upon finding a source of food that will keep the group alive until help can come. The students are further instructed that the object is not to bring back large quantities of plants, but many different plants. The team that finds the most varied types of edible plants will be declared the winner. This does not mean that all the plants must be wild. Set a specific amount of time for the teams to meet at a given location. Any team that does not make it back to the starting point on time will be penalized one plant for every two minutes late.

Examples of some plants:

1. dandelion
2. polk weed
3. any vegetable
4. mushrooms
5. apple

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

FLOWER IDENTIFICATION CONTEST

OBJECTIVE: To identify varieties of flowers.

MATERIALS:
1. Live samples or color pictures of flowers
2. 3" x 5" index cards
3. A stopwatch

DIRECTIONS: After collecting live samples or pictures of flowers, prepare an index card for each sample with the name of the flower written on it. The samples should be laid out in an orderly fashion. The students are organized into two teams. All the cards are given to Team A. Team A will go to the sample area and place the cards beside the flowers that the names on the cards match. When all cards have been placed and the team is in agreement, the team will leave the sample area. The teacher will record the time that the team required to complete the task. After the time has been recorded, the teacher will check to see how many samples are labeled correctly. Five seconds are added to the time for each incorrect answer.

The cards are collected again and given to Team B. Team B goes through the same procedure as Team A. The team with the least amount of time wins the contest.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

GUESS MY NAME

OBJECTIVE: To help students improve listening skills and put clues together to name species of flowers.

MATERIALS: Pencil and paper

DIRECTIONS: Before the game begins, have each pupil write 8, 7, 6, 5, 4, 3, 2, 1 in column form. The teacher then reads the first statement about the flower and the pupils write the name of a flower to which they think the statement refers opposite No. 8. Most students will not get the correct answer on the first clue. The teacher will read statement No. 7 and the students will write what they think is the correct answer beside No. 7. Continue until all eight clues have been given.

Each pupil receives a score equal to the number opposite the correct answer. The teacher should give some sample clues before the game actually begins so that all students understand the game.

EXAMPLE: The flower is a Black-Eyed Susan.

Questions:

8. I am a flower. I am one of the very few flowers which have traveled from West to East across the United States.
7. I grow from one to two feet high, usually with a single, tough stem.
6. Though very beautiful, many farmers call me a weed.
5. Look for me in dry fields and open, sunny places.
4. You can find me in bloom all summer, from May to September.
3. I am covered all over with short, bristly hairs.
2. Each of my stems bears but one flower, which is a composite.
1. My head is a brownish black; my rays are a deep orange.

HOLDING THE FRONT

OBJECTIVE: To capitalize on the material covered on a field trip. To identify ornamental plants viewed on a field trip.

MATERIALS: None

DIRECTIONS: This exercise can be used on any field trip, but in this example, ornamental plant identification will be used. Many ornamental plants can be viewed in a greenhouse operation. Since the walkways are usually very narrow, it will be necessary to maintain an orderly group.

Place the students in two lines. Explain to the students that they are not to change positions in the line. After the students have had a chance to identify and study many of the ornamental plants, the students and the teacher will start around the greenhouse again. This time through, the teacher will stop the students at a particular plant. The student at the head of the line must identify the plant. Any student who fails to identify a plant must go to the end of the line.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

INDIVIDUAL NATURE GO DOWN

OBJECTIVE: To identify types of leaves.

MATERIALS:
1. Leaves of different species.
2. Color pictures of leaves can be substituted.

DIRECTIONS: The class is divided into four groups and a leader is appointed for each group. The leader of each group is provided with the leaves or pictures of leaves that have been studied previously, or observed on a field trip. The players are lined up in a single file facing the leader. The leader holds up a leaf or illustration and asks the first person on his/her right to name it. If s/he names it correctly, the next player is asked to tell one simple fact about the species. Any player who fails to name the leaf or who fails to tell a fact about it is sent to the end of the line; that is, s/he "goes down". After each player has been asked one question, the leader starts again with the person at the head of the line. At the conclusion of the "go down", those who missed the least are declared the winners. Under no circumstances are those who fail put out of the game.

Example: If player No. 1 were shown a white maple leaf, technically, player No. 2 would be required to tell a fact about that leaf. Ordinarily, it is better to permit No. 2 considerable latitude and allow him/her to tell anything s/he knows about any part of a white maple.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

LEAF IDENTIFICATION

OBJECTIVE: To be able to identify various leaves by sight.

MATERIALS: color pictures of leaves
onion skin typing paper

DIRECTIONS: The teacher whispers to each pupil the name of a leaf and a number. For purpose of identification, a different number should be assigned to each leaf. Each pupil copies the outlines of the leaf assigned to him/her and marks it only with the number assigned to him/her. After all outlines are complete and placed on the tops of the desks, each player writes on a pad numbers corresponding to the number of leaf samples. Now the contest begins.

The pupils move from desk to desk, down the first aisle, up the next, etc. The first or last pupil in the last aisle, depending whether there is an odd or even number of aisles, shifts quickly to the first desk in the first row next to him/her.

The teacher gives the signal to shift at the conclusion of about twenty seconds, during which time a pupil studies the outline of the leaf before him/her and then writes the name of the leaf opposite the corresponding number on his/her pad. In other words if a pupil studies leaf bearing No. 5, and if s/he believes that leaf to be red maple, s/he writes "red maple" opposite the number five on the pad. After the pupils have made the rounds of the room, the teacher reads his/her key list. The one having the most outlines named correctly wins.

QUESTION IMITATION BASEBALL

OBJECTIVE: To review subject material already covered in class.

MATERIALS: A large nerf basketball.
Three bases.

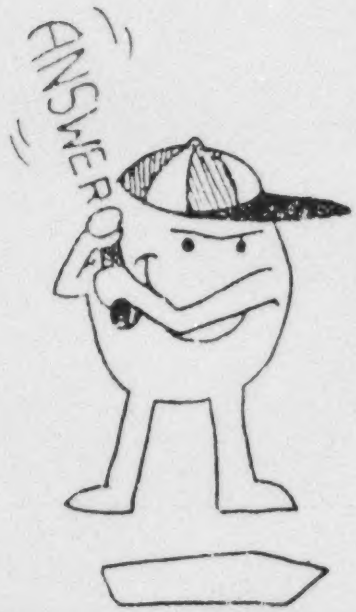
DIRECTIONS: This is not a running game, although there is some physical activity involved.

All chairs or desks should be pushed to the back of the room. Place pieces of cardboard on the floor to represent bases. Divide the students into two teams. Determine which team is going to bat first by flipping a coin.

The teacher should act as the umpire. When the ball is pitched, the first batter will hit the ball with his/her hand. The player on the opposite team that catches the ball gets to ask the batter a question relating to the subject material that is being dealt with. The students should develop the questions. If the batter answers the question correctly, s/he has earned the right to go to first base. If s/he is unable to answer the question, an out is recorded. After a team has made three outs, the other team comes to bat.

If a player on the pitching team is unable to think of a question, the batter automatically moves to first base. The teacher will decide if the questions are fair and if the answers are correct.

SAMPLE QUESTIONS:
1. What is grafting?
2. How is grafting used?
3. When should grafting be done?



SEED IDENTIFICATION

OBJECTIVE: To review subject material already covered in class.

MATERIALS: Samples of seeds.

DIRECTIONS: Before the students arrive in class, the teacher should place the seed samples on tables or desks so that there is one sample per station. Each station should be numbered. The students number their papers according to the number of samples. Organize the students so that they can move from sample to sample. Each student should be allowed 15 seconds to identify the sample and write the name of the sample on their paper. After each student has labeled all samples, the teacher should collect the papers and mark the incorrect answers. The students then return to the samples which they were unable to identify and try a second time to determine the type of seed. The teacher can give assistance to students in the second round of the identification process. The class should review all the samples at the completion of the exercise.

TRAIN OF THOUGHTS

OBJECTIVE: To review subject material already covered in class.

MATERIALS: Chalkboard and chalk.

DIRECTIONS: The teacher writes the name of a vegetable on the board. The students are asked to give facts about the vegetable. Each fact stated by a student should relate to the preceeding fact, thus continuing the "train of thought".

Example: Carrot

plant
water
fertilize
thin
harvest

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

TREE IDENTIFICATION FIELD TRIP

OBJECTIVE: To encourage tree identification on a field trip

MATERIALS: books on tree identification (one for each student)
stopwatch

DIRECTIONS: Divide the class into small groups of four to six, and provide each with a guidebook or manual containing accurate illustrations, colored if possible. Let each group select a leader to report upon the group findings and to keep score.

Group leaders assemble their teams and the teacher points out the tree to be studied. Each leader, with the members of his/her group looking on, thumbs the pages of the book to find an illustration of the specimen. When the illustration is found, the actual specimen is compared with the picture and the written description of it. After approximately three minutes of such study, the teacher calls time and asks each group leader to ascertain the majority opinion of his/her group. After a brief wait, the teacher asks for group reports. One point is scored for naming the correct genus, and an additional point for the species.

Example: The tree in question is a red maple. Any team reporting this receives two points. Teams not positive of the species should be coached to report "maple" and for a partially correct answer score one point. If a group were uncertain of the species, but took a chance and reported Norway maple, it should receive no score.

The teacher should not lecture while using this procedure. If comments are necessary, then a student should be appointed to keep time and when the teacher goes over 2 to 3 minutes, the student should call time. This will keep the teacher from utilizing too much time.

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

"CHIPS OFF THE OLD BLOCK"

OBJECTIVE: To aid in word recognition and spelling reinforcement.

MATERIALS: Duplicated sheet of scrambled words for each student. Handouts on soils.

DIRECTIONS: Give each student a copy of the scrambled words and a copy of the soil handout. Divide the group into three or four teams, depending on the size of the class. The teacher should explain that the students are to unscramble the letters to determine the words relating to soil. The students on a team should be allowed to work together. The first team to unscramble all of the words wins the contest.

See Activity Key on page EK-6

SOIL TERMS

Unscramble as many of these terms as quickly as you can.

1.	zoinrh	1. _____
2.	kbceord	2. _____
3.	rcveo	3. _____
4.	ssbouil	4. _____
5.	rpfolie	5. _____
6.	ruseidla	6. _____
7.	vrlgae	7. _____
8.	nads	8. _____
9.	tlis	9. _____
10.	ycal	10. _____
11.	naermiltamtre	11. _____
12.	oniicroa tamtre	12. _____
13.	ybokel	13. _____
14.	dssantnoe	14. _____
15.	vuallia	15. _____
16.	spnila	16. _____
17.	rsesnias	17. _____
18.	kucml	18. _____
19.	teap	19. _____
20.	hoitadiox	20. _____
21.	flrainal	21. _____
22.	bonacaonitr	22. _____
23.	meiltnsoe	23. _____
24.	mtosi	24. _____
25.	colf	25. _____
26.	rqnavulra	26. _____
27.	aqqreetga	27. _____
28.	celgeaav	28. _____
29.	etetru	29. _____
30.	ria	30. _____

SCOUTING FOR WORDS

OBJECTIVE: To review subject material already covered in class.

MATERIALS: 3" x 5" index cards.

DIRECTIONS: The teacher prepares a list of questions which can be answered with one-word answers. For each question, place the first letter of the answer on an index card. The class should be divided into teams according to rows. Pupils in each row are numbered from front to rear. The teacher reads the question and flashes the card indicating the first letter of the answer. Pause long enough to allow all students time to write an answer on their paper. When all answers have been recorded, the teacher calls a number which corresponds to the numbers assigned to the students. The member from each team whose number was called will bring their paper to the teacher to be checked. Each pupil with the correct answer earns one point for his/her team. This exercise should be repeated until all students have participated. The team with the most points wins the game.

Example: Name one nutrient contained in soil. - Letter on card
P

REFERENCE: Smith, Charles. Games and Game Leadership, 1932.

RECREATION WORD SEARCH PUZZLE

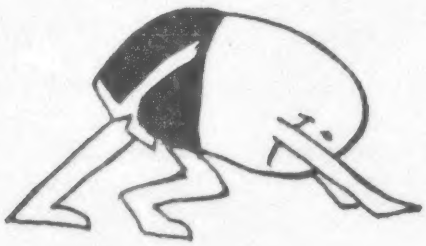
OBJECTIVE: To provide practice in word recognition, vocabulary, and spelling reinforcement.

MATERIALS: A duplicated sheet with the word search puzzle for each student.

DIRECTIONS: The puzzle on the next page can be used in several ways to teach the above skills. The words can be given orally, one-by-one, training the student to visualize the word and find it. The definitions might be given either orally or in writing to review vocabulary and spelling of the hidden words. In individual situations where particular students have few, if any, reading skills, the list of words might be given to help these students in word recognition and a brief definition.

READY!

SET!



GO!

PUZZLE - KEEPING FIT

E A R R I A H S E R F W L Y T

S D N E B E E N K L B A O B E

T T W I S T A D O A S L S D E

R A R L O P S G L D R K C E Y

E T O U A P U L O R U A I E I

T S C D U E E T E Y S J T P S

C H D H G T E X I T T S S E C

H L S C I N E H T S I L A C I

E U U E F R F F G O J W N H R

P H B I C Y C L E I U O M I T

I I S I N N E T C N J B Y N E

J K S E E T A K S L C R G N M

U E S W E T E D I X E E U I O

D C O I I L L A B D N A H N S

O R D S E M S L E E P I N G I

Locate in the puzzle the following terms:

dance	sit ups	golf	gymnastics	jog
swim	sail	paddle	walk	bicycle
run	diet	hike	stretch	calisthenics
fence	row	jujitsu	sleeping	twist
ski	exercise	bowl	handball	knee bends
karate	push ups	chinning	skate	fresh air
yoga	ballet	isometrics	tennis	judo

See Activity Key on Page EK-6

RESORT OCCUPATIONS WORD JUMBLE PUZZLE

OBJECTIVE: To provide practice in word recognition and spelling.

MATERIALS: A duplicated sheet with the word jumble for each student.

DIRECTIONS: Unscramble the letters and find the words having to do with resort occupations.

1. efildugar _ _ _ _ _ _ _ _ _ _
2. etnsin opr _ _ _ _ _ _ _ _ _ _ _
3. taimnecnena _ _ _ _ _ _ _ _ _ _ _ _ _
4. fogl rop _ _ _ _ _ _ _ _ _
5. gdsourn epeekf _ _ _ _ _ _ _ _ _ _ _ _ _
6. sackn rab ndetatnat _ _ _ _ _ _ _ _ _ _ _ _ _
7. sagsr tertuc _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

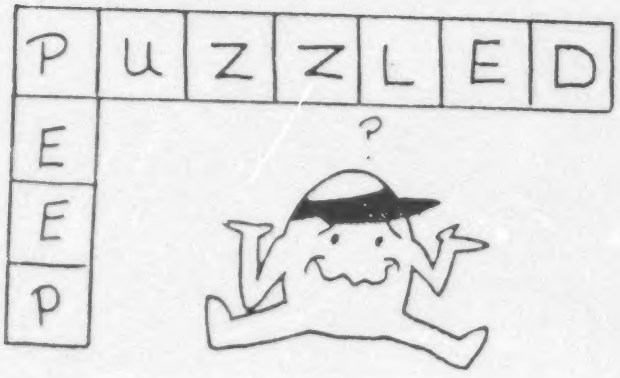
See Activity Key on page EK-7

CROSSWORD PUZZLE

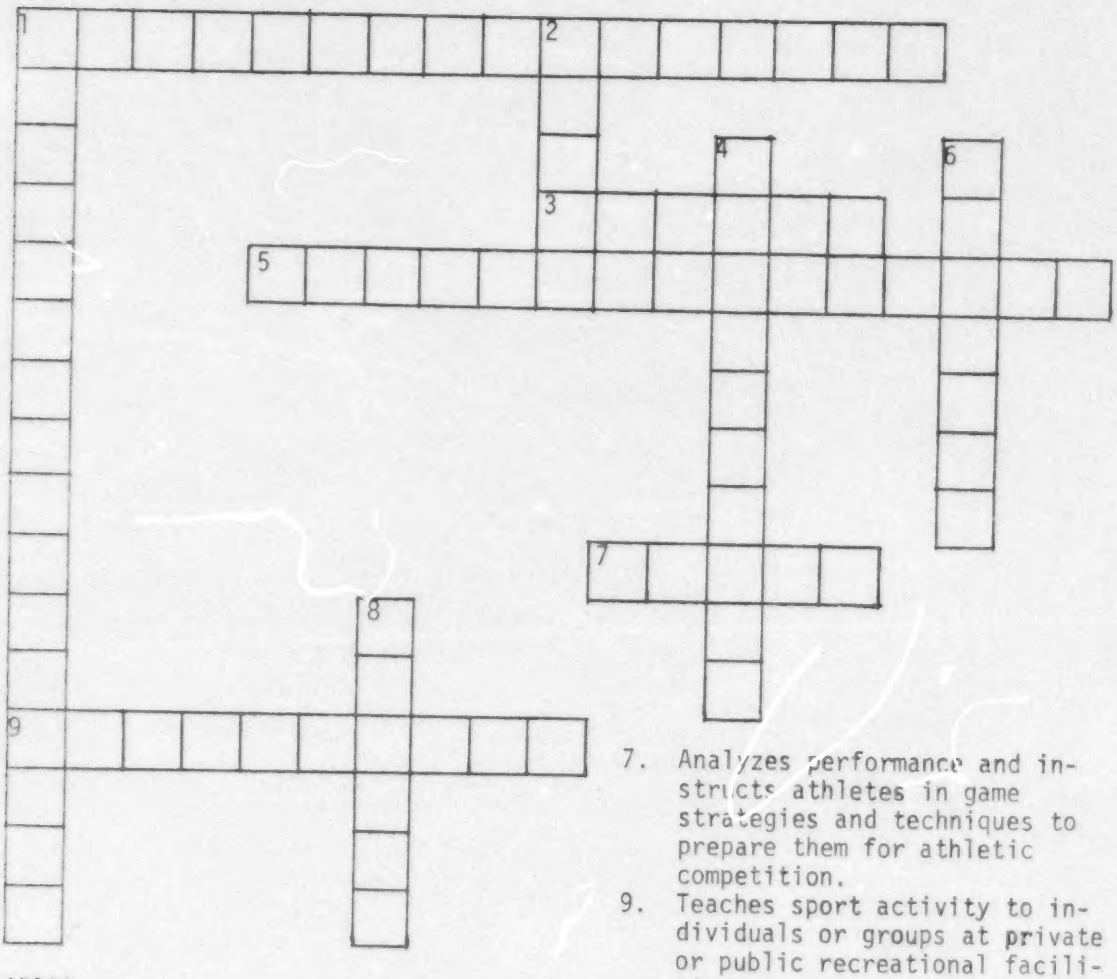
OBJECTIVE: To stimulate interest in exploring occupations dealing with athletics and sports.

MATERIALS: A duplicated sheet with the crossword diagram and the list of questions for each student.

DIRECTIONS: Students are to place in the proper section of the diagram the correct title of the occupation described in the clue. Students determine the answers through individual research using the Dictionary of Occupational Titles.



CROSSWORD PUZZLE



ACROSS

1. Coordinates and directs racing activities at racetrack.
3. Officiates at sporting events.
5. Evaluates physical condition and advises and treats professional and amateur athletes to maintain maximum physical fitness for participation in athletic competition.
7. Analyzes performance and instructs athletes in game strategies and techniques to prepare them for athletic competition.
9. Teaches sport activity to individuals or groups at private or public recreational facilities.

DOWN

1. Trains horses for racing.
2. Evaluates athletic skills of professional athletes to determine fitness and potentiality for professional sports.
4. Directs activities at automobile or motorcycle racetrack.
6. Manages affairs of professional athletes by negotiating with promoters or others to settle contracts and business matters.
8. Rides racehorse at racetrack.

REFERENCE: Titles and descriptions taken from Dictionary of Occupational Titles, U.S. Department of Labor Employment and Training Adm., 4th Edition, 1977.

See Activity Key on Page EK-7

CHARADES

OBJECTIVE: To help students learn to communicate without the use of words.

MATERIALS: Index cards with a recreation occupation written on each.

DIRECTIONS: The class should be divided into several groups. A student selects one card and in front of the group must act out the recreation occupation without speech. The first player who identifies the occupation earns one point for his/her team. After all of the occupations have been acted out, the team with the highest number of points wins.

SAMPLE OCCUPATIONS:

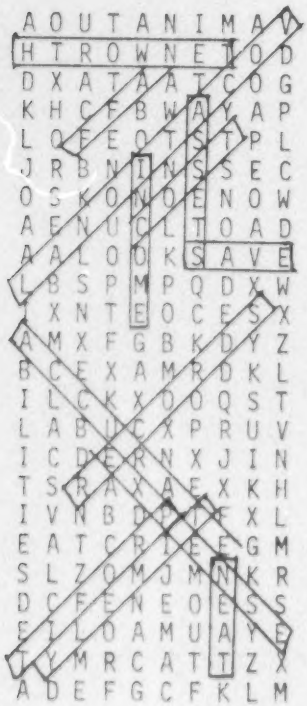
bat boy	groundskeeper	ski instructor
caddy	jockey	tennis pro
coach	lifeguard	ticket taker
golf pro	referee	tour guide

FOOD FOR THOUGHT KEY E-2

1. carrots
2. punch, duck
3. leeks
4. alphabet noodles
5. cauliflower
6. beets
7. ham
8. currants
9. lettuce alone
10. chops
11. steaks
12. pi(e)
13. marble cake
14. corn
15. chili
16. any kind of loaf
17. sole
18. jam
19. cottage cheese
20. pears

LETTER MAZE KEY E-4

1. assets
2. Vocational
3. income
4. save
5. records
6. expense
7. FFA
8. cost
9. neat
10. accurate
11. timely
12. profit
13. net worth


A O U T A N I M A V
H T R O W N E T O D
D X A T A A T C O G
K H C F B W A Y A P
L O F E O T S T P L
J R B N T I N S S E C
O S K O N O E N O W
A E N U C L T O A D
A A L O O K S A V E
L B S P M P Q D X W
I X N T E O C E S X
A M X F G B K D Y Z
B C E X A M R D K L
I L C K X O O Q S T
L A B U C X P R U V
I C D E R N X J I N
T S R A X A E X K H
I V N B D H T F X L
E A T C R I E E G M
S L Z O M J M N K R
D C F E N E O E S S
E I L O A M U A Y E
T Y M R C A T T Z X
A D E F G C F K L M

DOUBLE MATCH KEY E-19

A. (2) (24)

B. (1) (35)

C. (3) (25)

D. (9) (21)

E. (4) (34)

F. (10) (23)

G. (8) (26)

H. (5) (22)

J. (13) (36)

K. (7) (27)

L. (11) (28)

M. (6) (31)

N. (14) (33)

P. (16) (32)

R. (15) (30)

S. (12) (29)

MATCH GAME KEY E-20

A.	20	K.	14
B.	2	L.	16
C.	15	M.	9
D.	8	N.	3
E.	18	O.	19
F.	4	P.	12
G.	11	Q.	5
H.	13	R.	7
I.	6	S.	10
J.	17	T.	1

CROSS WITS KEY E-25

Dairy cow

1. farms
2. milk
3. Jersey
4. Ayrshire
5. she

FILL IN THE PARTS IF YOU CAN KEY E-26

1. Ham
2. Loin
3. Side
4. Butt
5. Picnic
6. Jowl

PART II

1. Leg
2. Flank
3. Rack
4. Loin
5. Shoulder
6. Neck
7. Breast

RIDDLES KEY E-28

1. foxy lady
2. bull-headed
3. going to the dogs
4. strong as a horse
5. stubborn as a mule
6. playing possum
7. graceful as a hog on ice
8. a memory like an elephant's
9. rat fink
10. a wolf in sheep's clothing

SWINE PUZZLERS KEY E-29

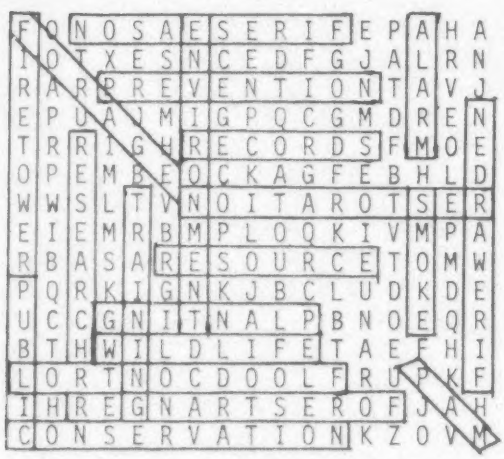
ACROSS

1. prolific
3. Chester White
5. hybrid
7. red
9. Landrace
11. Ohio
13. sow
15. Denmark
17. hybrid vigor
19. Yorkshire
21. Spots
23. erect

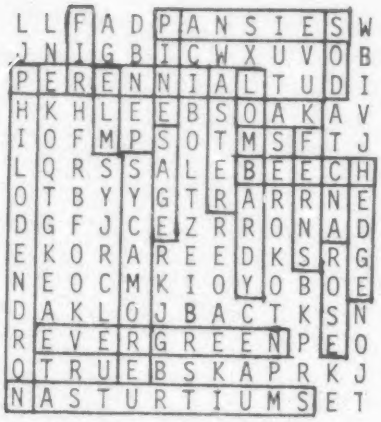
DOWN

2. Berkshire
4. Tamworth
6. drooping
8. Duroc
10. Hampshire
12. Poland China
14. inbred
16. Hereford
18. Heterosis
20. OIC
22. meat type

WORD SEARCH PUZZLE KEY E-31


F O N O S A E S E R I F E P A H A
I O T X E S N C E D F G J A L R N
R A R E R E V E N T I O N T A V J
E P U A J M I G P Q C G M D R E N
T R R I G H R E C O R D S F M O E
O P E M B E O C K A G F E B H L D
W W S L T V N O I T A R O T S E R
E I E M R B M P L O Q K I V M P A
R B A S A R E S O U R C E T O M W
P Q R K I G N K J B C L U D K D E
U C C G N I T N A L P B N O E Q R
B T H W I L D L I F E T A E F H I
L O R T N O C D O O L F R U P K F
I H R E G N A R T S E R O F J A H
C O N S E R V A T I O N K Z O V M

WORD SEARCH PUZZLE KEY E-35


L L F A D P A N S I E S W
J N I G B I C W X U V O B
P E R E N N I A L T U D I
H K H L E E B S O A K A V
I O F M P S O T M S F T J
L Q R S S A L E B E E C H
O T B Y Y G T R A R R N E
D G F J C E Z R R O N A D
E K O R A R E E D K S R G
N E O C M K I O Y O B O E
D A K L O J B A C T K S N
R E V E R G R E E N P E O
O T R U E B S K A P R K J
N A S T U R T I U M S E T

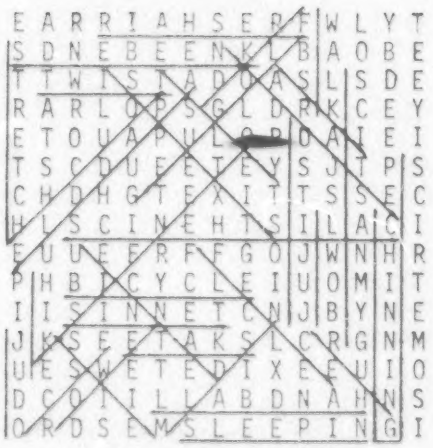
ARE YOU ALERT? KEY E-37

1. beech
2. rose
3. red
4. poplar
5. phlox
6. poppy
7. marigold
8. plum
9. red
10. peach
11. yew
12. American
13. yew
14. apple
15. aster
16. lady's
17. sweet
18. rosemary
19. bleeding heart
20. pine
21. balsam
22. johnny-jump-up
23. lilac
24. red
25. cherry
26. tulips
27. prune
28. daisy
29. four o'clock
30. jack-in-the-pulpit
31. sweet peas

SOIL TERMS KEY E-48

1. horizon
2. bedrock
3. cover
4. subsoil
5. profile
6. residual
7. gravel
8. sand
9. silt
10. clay
11. mineral matter
12. organic matter
13. blocky
14. sandstone
15. alluvial
16. plains
17. moraines
18. mulch
19. peat
20. oxidation
21. rainfall
22. carbonation
23. limestone
24. moist
25. floc
26. granular
27. aggregate
28. cleavage
29. texture
30. air

PUZZLE - KEEPING FIT - KEY E-50


E A R R I A H S E R F W L Y T
S D N E B E E N K L B A O B E
T T W I S T A D O A S L S D E
R A R L O P S G L D R K C E Y
E T O U A P U L O P O A I E I
T S C D U E E T E Y S J T P S
C H D H G T E X I T S S E C
H L S C I N E H T S I L A C I
E U U E E R F F G O J W N H R
P H B D C Y C L E I U O M I T
I I S I N N E T C N J B Y N E
J K S E E T A K S L C R G N M
U E S W E T E D I X E E U I O
D C O I I L L A B D N A H N S
O R D S E M S L E E P I N G I

RESORT OCCUPATIONS WORD JUMBLE PUZZLE KEY E-51

1. lifeguard
2. tennis pro
3. maintenance
4. golf pro
5. grounds keeper
6. snack bar attendant
7. grass cutter

CROSSWORD PUZZLE KEY E-52

ACROSS
1. racetrack steward
3. umpire
5. athletic trainer
7. coach
9. instructor

DOWN
1. racehorse trainer
2. scout
4. pit steward
6. manager
8. jockey